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ABSTRACT

The document is the outcome of a 1973 summer workshop involving 15 Mason City (Iowa) teachers and two facilitators in the writing of behavioral objectives allowing the incorporation of career education concepts within the framework of secondary curricula. Six basic goals were decided upon for formulating behavioral objectives for grades 7-12: (1) awareness of self and one's place in society, (2) awareness of alternatives in life, (3) development of positive attitudes toward work, (4) knowledge of and experience in work settings and occupations, (5) development of skills for careers, and (6) reformulation of a tentative career choice. For each of the goals, sections are provided stating the performance objectives and are further broken down into behavioral objectives, methods and materials, evaluations, a list of methods and materials, and a list of evaluation procedures to be used. Following each goal, suggested teaching procedures, sample evaluations, and methods and materials are provided. The document concludes with a list of a Mason City senior high school's library resource materials on career education. (BP)

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Models for Career Education in Iowa

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GOALS AND OBJECTIVES FOR IMPLEMENTATION OF CAREER EDUCATION IN GRADES 7-12

MASON CITY COMMUNITY SCHOOL DISTRICT

Summer 1973

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Department of Public Instruction

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Models for Career Education in Iowa

GOALS AND OBJECTIVES FOR IMPLEMENTATION
OF CAREER EDUCATION IN GRADES 7-12

MASON CITY COMMUNITY SCHOOL DISTRICT

Conducted Under Research and Exemplary Grants
From U.S. Office of Education and
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Summer 1973

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PREFACE

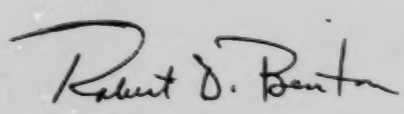
Career Education -- Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

A research project, Unifying a Career Education Theme in the Curriculum through Teacher Inservice Activities, was initiated in 1972 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe possible approaches for implementing career education through teacher concept development and commitment.

The project was sponsored by the Iowa Department of Public Instruction in cooperation with the Mason City Community School District. Values clarification workshops and a variety of occupational experiences for teachers were followed by curriculum development workshops, K-12.

"Goals and Objectives for Implementation of Career Education Grades 7-12" is an outcome of a 1973 summer workshop. It provides sample methods, materials, and evaluations for each of the goals developed in project workshops. Through such curriculum development, opportunities may be provided for students to experience values clarification and self-awareness clarification as they relate to the world of work.

Publications were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



Robert D. Benton, Ed.D.
State Superintendent of
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INTRODUCTION

CAREER EDUCATION AND THE MASON CITY SCHOOL DISTRICT

Though career education should not and cannot be considered a panacea, we would be foolhardy not to regard it as a concept that seems to offer the best opportunity for charting a new direction, or to providing an uplift for what many lay people and educators feel to be a rather faltering educational process. All we have to do is look around us and listen carefully to our critics who tell us that the educational process does not seem to be related to the real world or to preparing our young people for both creating and living in a future.

So many seem to misunderstand what should be a very broad concept and frequently define career education as a program, a course, a method, or a specific operational gimmick. Some of these people have been turned off by the concept, while others tout it as the process by which we can save education from disaster, or at least reduce education's big problems to small ones. Both groups are probably wrong.

Actually, career education is a very broad concept which provides a vehicle for a new emphasis or direction for education which can assist us in providing expanded options for young people.

The concept draws on what we know about learning, about curriculum, about human nature, and about our society so that what we do is more closely related to the needs of the individual and of our society. It is a concept for making formal and informal learning through subject matter, through activities, through a variety of experiences in the school and in the community more worthwhile and more realistic to every student's self-development and to their personal and career goals.

There need be no question of our commitment as a school district to the career education concept. We have as a prime responsibility the development and the implementation of the concept for students of all academic and intellectual abilities from all socio-economic strata, interested in all occupational and career fields whose instruction is provided within all departments, at all levels, and in all of our buildings. "All" is inclusive and does suggest that career education should offer something for everyone. Consider, please, three of the attitudes or characteristics normally associated with career education: worth, responsibility, and productivity. Worth for one's self and for others, acceptance of responsibility, and the realization of the need to be productive are attitudes which should not be limited to any segment of our student body or our populace.

"Careers" in its very broad sense has meaning for all people whether it be for the architect or the carpenter, the sales manager or the salesman,

the homemaker or the wage earner, the nurse's aide or the physician, the student or the teacher. Those of us in education cannot practice our art without relating what we are attempting to do to some greater purpose that will have significant, lifelong meaning for both the student and for our society. The career education concept offers the most likely opportunity to provide this meaning. Career education should assist each of us to personalize education as well as to individualize education.

- Dr. Roderick Bickert, Superintendent
Mason City Community School System

RATIONALE

Because work is paramount to the personal and economic needs of most Americans, the disinterest in work or the employment in meaningless work tasks or the absence of work opportunities are becoming increasingly significant problems. Some manifestations of these problems are readily apparent in the disregard for personal and public property, crime and delinquency, alcoholism and drug addiction, careless workmanship, and disenchantment in and rejection of the work ethic.

As a means of dealing with this concern, it is essential to approach it in a preventative, comprehensive manner. The foundation of our approach must be a new and more vital emphasis on value systems, attitudes, and the personness of each individual. Through career education as a facet of our present educational program in Mason City, we can begin to implement and facilitate the much-needed changes.

Although definitions of career education are as diverse as they are abundant, the commonality in these definitions is the coupling of career education to the world of work. In an effort to alter in a positive manner anti-social attitudes and values, it is imperative to broaden the definition of "work" from a narrowed, one-dimensional notion simply termed the 8-to-5 grind to a multi-dimensional concept. In expanding the definition of work, it is important to redefine what is meant by work. For our purposes work will be defined as "any activity that produces something of value for oneself and/or other people."

PROCEDURE

Fifteen Mason City teachers and two facilitators were involved in the writing of behavioral objectives allowing the incorporation of career education concepts within the framework of secondary curricula. For the past two summers each of these teachers has participated in a summer career education workshop. The entire group decided on six basic goals. The members were then divided into three sub-groups with the basic task of formulating the behavioral objectives of two of the goals. The task of the facilitators was essentially two-fold: to serve as sounding boards throughout the formulation of each group's objectives and to maintain an updated edition of the entire project.

The following compilation is an attempt to provide opportunities through which students may begin to experience value clarification and self-awareness clarification as they relate to the world of work. The broad-based goals and objectives on the secondary level coupled with teacher creativity and ingenuity can assist the student to develop self-awareness, economic awareness, and career awareness.

GOALS

I. Awareness of self and one's place in society

II. Awareness of alternatives in life

III. Development of positive attitudes toward work

IV. Knowledge of and experience in work settings and occupations

V. Development of skills for careers

VI. Reformulation of a tentative career choice

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

GOAL I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

PERFORMANCE OBJECTIVE A. To promote self-acceptance through an awareness and understanding of his developing strengths, values, needs and interests as they relate to work roles, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) appraise his personal, social, and academic strengths;	4, 5, 6, 9, 24, 30	1, 2, 6, 8
2) relate his strengths to school and work roles;	12, 14, 16, 17, 18, 21, 23, 25	2, 3, 4, 6, 9
3) assess his individual values and needs;	1, 4, 5, 6, 7, 14, 30	1, 2, 6, 8
4) relate his individual values and needs to the school and work roles.	2, 12, 17, 18, 19, 21, 23, 24, 26, 29	2, 3, 4, 6, 9

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student, or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

PERFORMANCE OBJECTIVE B. To further self-acceptance through an awareness and understanding of how others feel about him and how he feels about others, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) describe his personal contribution to social organizations;	4, 6, 14, 17, 18, 26	1, 3, 9
2) show how self-acceptance develops as a result of work tasks and related situations;	12, 17, 23, 27	2, 3, 4, 6, 7, 9
3) show an awareness and trust of others in task situations;	4, 7, 17, 18, 21, 24, 25	2, 3, 4, 6, 7
4) show a sensitivity and obligation to others in group task situations;	4, 7, 10, 12, 17, 24, 25, 27	2, 4, 6, 7
5) describe individual differences and identify factors accounting for these differences.	2, 6, 17, 24, 29, 30	1, 3, 5, 9
IMPLEMENTATION SUGGESTIONS		

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LIST OF METHODS AND MATERIALS*

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13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
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21) reading
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23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
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LIST OF EVALUATIONS**

1) check list
2) conferences- parent, student, or both
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4) observation
5) pencil and paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
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11)
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13)
14)
15)

GOAL I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

PERFORMANCE OBJECTIVE C. To determine how his values and goals in life will be relevant to his life style, the student will...

BEHAVIORAL OBJECTIVES

	METHODS & MATERIALS*	EVALUATIONS**
1) recognize varied life styles of ethnic, cultural, civic and religious groups;	1, 6, 7, 12, 13, 14, 15, 19, 21, 22, 23, 28	1, 2, 3, 5, 6, 7, 9
2) assess his evolving philosophy in relationship to his work role.	1, 5, 9, 10, 12, 14, 17, 19, 21, 22, 23, 30	2, 3, 6, 9

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS**

1) artistic-music
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4) buzz groups
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6) collage
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8) computer
9) cumulative record interpretation
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15) lecture
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17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
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35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

SAMPLE EVALUATIONS

AND

METHODS AND MATERIALS

SAMPLE METHODS AND MATERIALS: 24) Role-playing
30) Check List

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

OBJECTIVE: To further self-acceptance through an awareness and understanding of how others feel about him and how he feels about others, the student will...

5) describe individual differences and identify factors accounting for these differences

---

SUGGESTIONS TO TEACHERS wishing to use these activities to achieve this goal and its objective: these are only samples. They should be modified to fit student and/or class needs.

SAMPLE ACTIVITIES:

1) Role-play situations involving conflicting values and have class offer possible selections. (Ex. His best friend has something that doesn't belong to him.)

2) Using a scale of 1 - 10, rank two friends (or relatives) on the following traits:

a. dependability
b. sense of humor
c. responsibility
d. courtesy
e. patience
f. tolerance
g. cheerfulness

SAMPLE METHODS AND MATERIALS: 28) Supervised Study
7) Committee Groups

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

OBJECTIVE: To promote self-acceptance through an awareness and understanding of his developing strengths, values, needs and interests as they relate to work roles, the student will...

1) appraise his personal, social and academic strengths.

SUGGESTIONS TO TEACHERS wishing to use a supervised study or committee group as a method to achieve this goal and its objective: these are only samples. They should be modified to suit the student and/or class needs.

SAMPLE ACTIVITIES:

1) Define and study definition for ten of the words below:

a. personality	f. appraisal	k. autobiography
b. character	g. motivation	l. traits
c. temperament	h. ability	m. characteristics
d. attitude	i. aptitude	n. career
e. culture	j. achievement	o. behavior

p. self-concept
q. analysis
r. heredity
s. environment

2) Have class discussion on topics:

Pressure on Youth
Anxieties and Frustrations

3) MAP Strength Bombardment Exercise

SAMPLE EVALUATION: 9) Student-prepared summaries

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

OBJECTIVE: To further self-acceptance through an awareness and understanding of how others feel about him and how he feels about others, the student will...

1) describe his personal contributions to social organizations.

SUGGESTIONS TO TEACHERS wishing to use student-prepared summaries to evaluate this goal and its objective: This is only a sample. It should be modified to suit the student or class needs.

SAMPLE ACTIVITIES:

1) The student will write an autobiography emphasizing his personal contributions to social organizations (family, school, church, Boy Scouts, athletic teams, etc.).

2) The student will make a list of five (5) responsibilities that he now assumes at home or away and twenty (20) others that he might assume.

SAMPLE EVALUATION: 2) Conference

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

OBJECTIVE: To promote self-acceptance through an awareness and understanding of his developing strengths, values, needs and interests as they relate to work roles, the student will...

2) relate his strengths to school and work roles

4) relate his individual values and needs to the school and work roles.

SUGGESTIONS TO TEACHERS wishing to use a conference to evaluate this goal and its objective: Use the suggestion below as a model conference that might be adapted to your emphasis.

SAMPLE CONFERENCE QUESTIONS:

The conference would be between student, parent and teacher. Other school personnel may be included as needed. The conference would involve three phases. Following are sample questions:

1) Information from parents

a. What home responsibilities does the student have?
b. What is his behavior at home?
c. How do the parents handle similar situations in the home?
d. Have there been any changes in the home environment?

2) Performance in class (teacher information)

a. How many days has he been absent?
b. What is his class attitude?
c. How does he apply himself?
d. What is his achievement level? Is he using his ability?

3) Goals for students

a. What can we reasonably set as a goal for the student?
b. What is his responsibility?
c. What is the teacher's responsibility?
d. What is the parent's responsibility?

SAMPLE EVALUATION: 5) Pencil and Paper Test, Teacher-made

I. AWARENESS OF SELF AND ONE'S PLACE IN SOCIETY

OBJECTIVE: To determine how his values and goals in life will be relevant to his life style, the student will...

1) recognize varied life styles of ethnic, cultural, civic and religious groups.

SUGGESTIONS TO TEACHERS wishing to use pencil and paper tests to evaluate: Use this form of evaluation as a model that might be adapted to your emphasis. Write the directions for using this form of evaluation as they apply to your particular assignment.

SAMPLE PENCIL AND PAPER TEST, TEACHER-MADE:

The student, having read a chapter on Folk and Urban Communities, will answer these questions:

1) What was the Neolithic Revolution? Why was it important?

2) What is meant by isolation? How does it affect intelligence, personality, adjustment, and social participation?

3) How does the social participation of rural people differ from that of city dwellers? Cite examples.

4) What conditions keep the American farmer from fully absorbing the urban culture around him?

5) Summarize the chief differences between farmers and urbanites in ideas, attitudes and habits.

6) Explain why world culture is more and more coming under urban domination.

II. AWARENESS OF ALTERNATIVES IN LIFE

GOAL II. INCREASING AWARENESS OF ALTERNATIVES IN LIFE

PERFORMANCE OBJECTIVE. To increase awareness of alternatives in life, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) identify the opportunities for continuing education in and out of the classroom: broad course choices for recreation, cultural advancement, and the world of work; re-entry courses, travel, vocational-technical schools, trade schools, apprenticeship, degree colleges, universities, and the world of work;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 6, 7, 8, 9
2) investigate the present and potential future career opportunities available to him.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 6, 7, 9

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussions
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences - parent, student, or both
3) interview-oral, written or tape
4) observation
5) pencil and paper test, teacher-made
6) self assessment
7) staffings
8) standarized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

SAMPLE EVALUATIONS

AND

METHODS AND MATERIALS

SAMPLE EVALUATION: 1) Check List
8) Standardized Test

II. AWARENESS OF ALTERNATIVES IN LIFE

OBJECTIVE: To increase awareness of alternatives in life, the student will...

1) identify the opportunities for continuing education in and out of the classroom: broad course choices for world of work, recreation, and cultural advancement; reentry courses, world of work, travel, vocational-technical schools, trade schools, apprenticeship, degree colleges, and universities.

SUGGESTIONS TO TEACHERS wishing to construct check lists to evaluate this goal and its objectives: 1) Use the following resources available in the counseling offices: DOT, OOH, and OVIS; 2) using the following two sample check lists, write directions for the check list as they would apply to the emphasis desired by the teacher.

SAMPLE CHECK LISTS:

Apprenticeship (as an opportunity to continue education)

Do you have the requirements to enter the apprenticeship program? Circle the proper choice:

1) Minimum educational requirements:
   high school diploma Yes No
   background courses Yes No

2) Score on GATB Test:
   at least 110 in Math Yes No
   at least 90 in spatial relationships Yes No
   high in mechanical aptitude Yes No

3) Have a personal interest (in the specific career choice) Yes No

4) Have a personal interview with apprenticeship committee Yes No

5) Have recommendations:
   from former employer Yes No
   from teacher Yes No
   from minister, priest or rabbi Yes No
   from neighbors Yes No

6) Will you be willing to meet continuing educational requirements? Yes No

Travel (as an opportunity to continue education)

You have just completed a trip. Identify the opportunities you had to continue your education:

1) Exposure to cultural patterns of people Much Little

2) Learn survival skills:
   map reading Much Little
   budgeting time Much Little
   budgeting money Much Little
   safety rules Much Little
   legal requirements Much Little
   respect for authority Much Little

3) Exposure to a wide variety of career clusters Much Little

4) Learn a second language as a "door" to learning about others Much Little

5) Opportunities for recreation Much Little

6) Assess background information for continuing education in
   social studies Much Little
   language Much Little
   world of work Much Little
   other (list) Much Little

SAMPLE EVALUATION: 3) Interview - Written

II. AWARENESS OF ALTERNATIVES IN LIFE

OBJECTIVE: To increase awareness of alternatives in life, the student will...

2) investigate the present and potential future career opportunities available to him.

SUGGESTIONS TO TEACHERS wishing to use interview to evaluate this goal and its objectives:

1) Use the suggestion below as a model interview form that might be adapted to your emphasis.

2) Indented lists are possible answers that might be expected depending upon the careers being investigated.

3) Write the directions for using the interview form as they apply to your particular assignment.

SAMPLE INTERVIEW:

1) Why are you interested in your career choice?

   a. social status
   b. financial gain
   c. security
   d. opportunity for advancement
   e. little emotional stress
   f. personal interest
   g. recognition
   h. fringe benefits: insurance, vacation, pension

2) What qualifications are needed for your career choice?

   a. education
   b. special skills
   c. work background
   d. personal-physical: weight, height

3) What do you feel is the future potential of your career choice?

SAMPLE EVALUATION: 2) Conferences - Both Parent and Student

II. AWARENESS OF ALTERNATIVES IN LIFE

OBJECTIVE: To increase awareness of alternatives in life, the student will...

1) identify the opportunities for continuing education in and out of the classroom: broad course choices for recreation, cultural advancement, and the world of work; reentry courses, travel, vocational-technical schools, trade schools, apprenticeship, degree colleges, universities, and the world of work.

SUGGESTIONS TO TEACHERS wishing to use parent-student conferences to evaluate awareness of alternatives in life by identifying the opportunities for continuing education: The following model which is mandatory for all eighth grade students could be used with other students. The materials used could be altered to fit the emphasis desired.

SAMPLE STUDENT-PARENT CONFERENCE:

Following the cumulative record interpretation and the administration of the OVIS, the parent, student, counselor conference is scheduled by the student.

At the time of the scheduling, the student is given a copy of the description of the ninth grade courses to share with his parents in anticipation of his ninth grade scheduling.

During the parent, student, counselor conference the student interprets to his parents his permanent record, his growth in basic skills, and his identified interests (lack of interest) in the world of work. Student, then, makes selection of courses for ninth grade.

SAMPLE METHODS AND MATERIALS: 9) Cumulative Record Interpretation

II. AWARENESS OF ALTERNATIVES IN LIFE

OBJECTIVE: To increase awareness of alternatives in life, the student will...

1) identify the opportunities for continuing education in and out of the classroom: broad course choices for recreation, cultural advancement, and the world of work; reentry courses, travel, vocational-technical schools, trade schools, apprenticeship, degree colleges, universities, and the world of work.

SUGGESTIONS TO TEACHERS wishing to use cumulative record interpretation as a method to increase awareness of alternatives in life by identifying the opportunities for continuing education: Teacher recommends the student to the counselor or the student makes his own appointment with the counselor.

SAMPLE CUMULATIVE RECORD INTERPRETATION

- Counselor and student together look at student's cumulative folder.
- "Open the door" to the discussion by asking the student about his future plans.
- Look at the record of attendance and promptness.
- Ask student to explain the pattern, if there is one.
- Ask such questions as
  Does a good attendance record make a difference to you in school?
  Would it make a difference if you were on a job?
- Interpret the importance of attendance to his career choice.
- Then, have the student analyze his attitude and application and project their impact on the world of work.
- Identify progress in basic skills through a study of the ITBS record graph.
- The culmination of the conference is having the student experience whether his achievement is commensurate with his potential.

SAMPLE METHODS AND MATERIALS:

14)	Independent Study
28)	Supervised Study
21)	Reading
12)	Interview
8)	Computer Assisted Instruction
16)	Movies, Filmstrips, Videotape

II. AWARENESS OF ALTERNATIVES IN LIFE

OBJECTIVE: To increase awareness of alternatives in life, the student will...

1) identify the opportunities for continuing education in and out of the classroom: broad course choices for recreation, cultural advancement, and the world of work; reentry courses, travel, vocational-technical schools, trade schools, apprenticeship, degree colleges, universities, and the world of work;

2) investigate the present and potential future career opportunities available to him.

SUGGESTIONS TO TEACHERS wishing to use a variety of methods and materials as an activity to identify career opportunities:

Students could be assigned the activity as an independent study or supervised study.

The activity would be used in a social studies class.

The teacher and/or students would prepare an interview form.

Resources would include historical materials, library resources, and a film entitled, "Preparing for Jobs of the '70's." This film is available from Guidance Associates, Harcourt, Brace and World, Pleasantville, New York 10570

Computer studies are available for employment projections.

SAMPLE ACTIVITY USING A VARIETY OF METHODS AND MATERIALS:

Have the students develop a list of obsolete jobs, dead-end jobs, status quo jobs, and bright future jobs using:

a. historical sources
b. interviews with senior citizens and current workers
c. old print materials
d. current employment projections
e. film entitled, "Preparing for Jobs of the '70's"

III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

GOAL III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

PERFORMANCE OBJECTIVE A. To develop a respect for workers and the role of work in our society, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) describe the social worth of work by identifying the contribution of a wide range of workers to the well-being of society;	3, 4, 6, 11, 12, 21, 23, 24, 25	1, 5, 9
2) describe how work can help ameliorate social problems;	2, 5, 11, 12 14, 15, 16 17, 18, 19, 21, 22, 23, 24, 25, 26 29	1, 3, 5
3) define the importance and changing contributions of both sexes to the world of work;	1, 2, 5, 12, 14, 15, 16, 17, 18, 19, 21, 23, 24, 26, 29, 30	1, 3, 5
4) identify the importance of interdependence as it relates to community well-being.	2, 4, 6, 7, 12, 16, 18, 21, 23, 24	1, 2, 4, 6, 9
IMPLEMENTATION SUGGESTIONS * Numbers refer to numerical listing of Methods and Materials. ** Numbers refer to numerical listing of Evaluations		

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice and drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences - parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

PERFORMANCE OBJECTIVE B. To hold competence and excellence in high regard, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) display pride in his past accomplishments as a means to future successes;	1, 2, 4, 9, 14, 18, 19, 26, 29	3, 4, 6, 9
2) undertake and complete a task to the best of his ability;	2, 8, 9, 11, 14, 17, 26, 29, 30	1, 4, 5, 7, 9
3) observe and relate the importance of excellence in all fields of work.	11, 12, 15, 16, 17, 23	4, 5, 7

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

PERFORMANCE OBJECTIVE C. To seek personal fulfillment through one's own achievement, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) explain how work-related experience makes his leisure time more enjoyable;	1, 2, 6, 9, 12, 13, 14, 16, 19, 21, 23, 30	1, 2, 3, 4
2) describe how various occupations would provide a means of expressing his personality and satisfying his psychological need;	1, 2, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 21, 23, 26, 29	1, 6, 9
3) relate how several occupations would provide ways of satisfying his economic needs.	1, 2, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 17, 18, 21, 23, 24, 26, 29, 30	1, 6, 9

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

SAMPLE EVALUATIONS

AND

METHODS AND MATERIALS

SAMPLE METHODS AND MATERIALS: 1) Artistic-Music
19) Poetry
22) Records
29) Themes, Short Stories

III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

OBJECTIVE: To seek personal fulfillment through one's own achievement, the student will...

2) describe how various occupations would provide a means of expressing his personality and satisfying his psychological needs.

SUGGESTIONS TO TEACHERS wishing to use these methods and materials to achieve these goals: These are only suggestions. They should be modified to suit the individual needs of student and class.

SAMPLE ACTIVITIES:

1) As a part of a thematic unit of contemporary literature, records, poetry, and short stories would be included as core materials.

   Students would have an opportunity to contribute poems, records, and short stories of their choosing which show characters or ideas that depict his own personality.

   How may his personality and needs be satisfied by various jobs?

   How are the needs of people in various occupations met by the music they listen to, the short stories they read, the poetry they read, etc.?

   What occupations suggested by literature would express his personality and satisfy his psychological needs?

2) Bring a record or poem that you enjoy. Why do you enjoy this record?

3) In what way/ways does the business use music as a part of its business? What use is made of posters or other art forms?

SAMPLE METHODS AND MATERIALS: 2) Posters

III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

OBJECTIVE: To seek personal fulfillment through one's own achievement, the student will...

2) relate how several occupations would provide a means of expressing his personality and satisfying his psychological need.

SUGGESTIONS TO TEACHERS wishing to use this poster idea as a method of achieving this goal and its objective: This is only a sample. It should be modified to suit the student or class need.

SAMPLE ACTIVITY:

1) Make a chart showing any three favorite school subjects, the skills or abilities they reflect, and occupations they may lead to. How would these occupations express his personality and psychological needs?

SAMPLE METHODS AND MATERIALS: 2) Bulletin Board
18) Panel Discussion

III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

OBJECTIVE: To develop a respect for workers and the role of work in our society, the student will...

1) describe the social worth of work by identifying the contribution of a wide range of workers to the well-being of society.

SUGGESTIONS TO TEACHERS wishing to use these methods to achieve this goal and its objective: These are only samples. They should be modified to suit the student or class need.

SAMPLE ACTIVITIES:

1) The students will prepare a bulletin display of five famous individuals who found success through initiative and ability. Explain the display to his peer group.

2) Prepare a group discussion showing interdependence of various personnel of the school and the school system.

a. custodian
b. librarian
c. secretary
d. para-professional
e. coach
f. principal
g. grounds crew
h. maintenance crew
i. purchasing agent
j. superintendent, etc.

SAMPLE METHODS AND MATERIALS: 30) Worksheet

III. DEVELOPMENT OF POSITIVE ATTITUDES TOWARD WORK

OBJECTIVE: To develop a respect for workers and the role of work in our society, the student will...

3) define the importance and changing contributions of both sexes to the world of work.

SUGGESTIONS TO TEACHERS wishing to use student-prepared summaries as a method to achieve this goal and its objective: This is only a sample. It should be modified to suit the student or class need.

SAMPLE ACTIVITY:

1) With which sex do you associate each position at the present time?

a. doctor
b. nurse
c. superintendent of school
d. beautician
e. English teacher
f. truck driver
g. baby sitter
h. nurse's aide
i. farmer
j. dentist
k. clerk in lady's ready-to-wear
l. clerk in men's clothing
m. priest, minister
n. elem. school teacher
o. filling station operator
p. secretary
q. lawmaker
r. school principal
s. newspaper carrier
t. garbage collector
u. district judge
v. member Nat'l Guard
w. usher
x. science teacher
y. men's hair stylist

1B) How might they have been associated fifty years ago?

1C) How might they be associated in the next fifty years?

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

GOAL IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

PERFORMANCE OBJECTIVE A. To increase knowledge of and experience in work settings and occupations, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) experience the basic requirements of all workers: attendance, punctuality, adaptability to authority, health and safety practices, and legal requirements;	2, 4, 5, 6, 8, 9, 11, 12, 14, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 30	1, 2, 3, 4, 6, 7
2) participate in work simulations in the classroom: contract plan, selection of alternative objectives for a unit of study, school paper, shop projects, library assistants, annual staff, school council or committees, volunteer assistants, or classroom companies;	3, 6, 7, 8, 11, 12, 14, 16, 17, 21, 22, 23, 24, 25, 27, 28, 30	1, 2, 3, 4, 5, 6, 7, 9
3) participate in work simulations and/or on-the-job training outside the classroom: volunteer work (ex. candy striper), released time visitations, Distributive Education, T & I, office education, Agricultural Occupation employment experience, health occupations, Work-Study, Work Release or part-time jobs.	5, 6, 7, 8, 11, 12, 14, 16, 17, 21, 22, 23, 24, 25, 27, 28, 30	1, 2, 3, 4, 7, 9

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

SAMPLE EVALUATIONS

AND

METHODS AND MATERIALS

SAMPLE EVALUATION: 4) Observation

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUAPTIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

3) participate in work simulations and/or on-the-job training experiences outside the classroom: volunteer work (e.g., candy striper), released time visitations, Distributive Education, Trades and Industry, Office Education, Agricultural Occupation Employment Experience, Health Occupations, Work-Study, Work Release, or part-time jobs.

SUGGESTIONS TO TEACHERS wishing to evaluate a student on his observation during a released time visitation: Use the suggestion below, which is used in Distributive Education, as a model; adjust the direction to the student to fit the purpose of the released time visitation.

SAMPLE OBSERVATION:

To the student: You are to report to a store and buy an article. Observe how well the salesman demonstrates the product to sell it. Fill in the following chart and hand to your instructor tomorrow.

Positive things you observed about salesmanship	Constructive suggestions to improve the salesmanship

SAMPLE EVALUATION: 6) Self-Assessment

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will

1) experience the basic requirements of all workers: attendance, punctuality, adaptability to authority, health and safety practices, and legal requirements.

SUGGESTIONS TO TEACHERS wishing to use self-assessments to evaluate this goal and its objective: The sample questions could be used for student self-assessment of attendance, punctuality, and adaptability to authority. Teachers using this method of evaluation would write questions and directions for their use to obtain the emphasis they desired. Students would use the services of the counselors and their cumulative folder to assess their attendance record.

SAMPLE SELF-ASSESSMENT:

Secondary attendance record: (By the time the student is in high school, this should show his pattern).

1) How many days were you absent each year from school?
2) What were the reasons for your absence?
3) How often were you tardy each year?
4) If you are habitually tardy, why?

Adaptability to authority in the home:

1) How well do you relate with your parents or guardians?
2) What concerns do you have relating to them?

Adaptability to authority in school:

1) What kind of authority do you expect from your teachers?
2) How do those teachers that you respect most indicate authority to you?

Adaptability to civic authority:

1) How do you regard the authority of elected and appointed officials?

2) Have you ever come into conflict with the law?

3) If so, how did you feel about the decision that was made?

4) How do you regard the authority in organizations or groups of which you are a part?

Note: Health and safety practices and legal requirements could be added in the same way as the above requirements.

SAMPLE EVALUATION: 7) Staffing

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

3) participate in work simulations and/or on-the-job training experiences outside the classroom: volunteer work (e.g., candy striper), released time visitations, Distributive Education, Trades and Industry, Office Education, Agricultural Occupation Employment Experience, Health Occupations, Work-Study, Work Release, or part-time jobs.

SUGGESTIONS TO TEACHERS wishing to use staffing to evaluate this goal and its objectives: Use the suggestion below, which is from Distributive Education as a model; adjust the personnel and time to fit the simulation being evaluated.

SAMPLE STAFFING:

Student, training sponsor, and teacher-coordinator meet together at least twice a semester. Discuss progress made by the student in designated areas pertaining to his on-the-job training at his training station.

SAMPLE METHODS AND MATERIALS: 3) Business Games

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

1) participate in work simulations in the classroom: contract plan, selection of alternative objectives for a unit of study, school paper, shop projects, library assistants, annual staff, school council or committees, volunteer assistants, or classroom companies.

SUGGESTIONS TO TEACHERS wishing to use business games as a method to increase knowledge and experience in work settings: The following sample is an example of a classroom company used in business education in the study of the stock market. It could be used with one class or a number of classes buying and selling from each other. The use of this sample would depend upon the emphasis the teacher intended to make.

SAMPLE BUSINESS GAME:

1) Organize four or five companies with fictitious names to motivate students, such as Crank and Holler Phone Company: Backfire Motors, North of the South Railroad, or Dry Cell Electronics.

   Give each student equal stock and toy money. List stocks on the board and give each a fair value based on the amount of money involved in the game.

   At the end of the class period, select by drawing the amount of increase or decrease of each stock value for the day. Give students five minutes at the end of the period and until the next class meeting to buy and sell. At the next class meeting, there will be another drawing for stock quotation. Time allotment for the game should be five days.

   Class discussion center around the issues involved, people, terms, and cautions.

   Ultimate goal is to have all students sold out by the last day of the game. Some may have sold out ahead of that time.

   Caution: Students must be reminded that the value and fun of the game will be destroyed if they steal from each other and that the stock and money should be regarded as real so that they accept the responsibility for it.

SAMPLE METHODS AND MATERIALS: 11) Demonstration
8) Buzz Groups

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

3) participate in work simulations and/or on-the-job training experiences outside the classroom: volunteer work (e.g., candy striper), released time visitations, Distributive Education, Trades and Industry, Office Education, Agricultural Occupation Employment Experience, Health Occupations, Work-Study, Work Release, or part-time jobs.

SUGGESTIONS TO TEACHERS wishing to use demonstration followed by buzz groups as a method to have students participate in work simulations: The following sample is used by Distributive Education students and could be used as a model for other classes. The student is given two days to prepare his demonstration. This demonstration method could be evaluated by 4) observation as it is being presented if the teacher wished.

SAMPLE DEMONSTRATION:

To the student:

Sell a product of your choice (which has been approved by the teacher) to some member of your class. You will be given a maximum of eight minutes of time to complete the sale.

Follow the demonstration by a buzz group session in which positive suggestions and constructive criticism are given to improve future demonstrations.

SAMPLE METHODS AND MATERIALS: 13) Handicrafts

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

2) participate in work simulations in the classroom: contract plan, selection of alternative objectives for a unit of study, school paper, shop projects, library assistants, annual staff, school council or committees, volunteer assistants, or classroom companies.

SUGGESTIONS TO TEACHERS wishing to use handicrafts as a method to have students participate in work simulations in the classroom: The following sample could be applied to any class depending upon the emphasis and resourcefulness of the students and teacher.

SAMPLE HANDICRAFTS:

Industrial Arts classes, as a shop project, produce a simple product for sale or produce a gift for a civic project such as toys for the Christmas party for the handicapped.

SAMPLE METHODS AND MATERIALS: 23) Resource Persons

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

2) participate in work simulations in the classroom: contract plan, selection of alternative objectives for a unit of study, school paper, shop projects, library assistants, annual staff, school council or committees, volunteer assistants, or classroom companies.

SUGGESTIONS TO TEACHERS wishing to use resource persons as a method to have students participate in work simulations in the classroom: The following sample is used with the annual staff. It could be applied to any classroom simulation depending upon the interest of the teacher and the resource person used.

SAMPLE RESOURCE PERSON:

Representative of a local printing and engraving company meets with the annual staff to explain print size and page layout. Samples are displayed. Individual students participate in the activities necessary to prepare the annual for printing and engraving.

SAMPLE METHODS AND MATERIALS: 24) Role-playing
4) Buzz groups

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

1) experience the basic requirements of all workers: attendance, punctuality, adaptability to authority, health and safety practices, and legal requirements.

SUGGESTIONS TO TEACHERS wishing to use role-playing followed by buzz groups as a method to experience the basic requirements of workers: Using the following sample, write directions or give directions orally as they apply to your emphasis. The problem could be changed so as to experience any of the basic requirements.

SAMPLE ROLE-PLAYING AND BUZZ GROUPS:

To the student: You are the manager of a small business. One of your workers calls in sick at five minutes of eight. Your business opens at eight o'clock.

a) What do you say to him over the phone?
b) What do you do to fill his place at opening time?
c) What action do you take when he returns to work?

Role-play the part of the manager.

Follow the role-playing by having students discuss the decisions made and the reasons for making them. This could be done in small buzz groups. Groups could share their decisions.

SAMPLE METHODS AND MATERIALS: 6) Collage

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

1) experience the basic requirements of all workers: attendance, punctuality, adaptability to authority, health and safety practices, and legal requirements.

SUGGESTIONS TO TEACHERS wishing to use collage as a method to know the basic requirements they are to experience as workers: Use newspapers and magazines as resource materials. Use the following sample; write directions as they apply to your emphasis.

SAMPLE COLLAGE:

Have students collect news articles and pictures showing conformity or non-conformity to the basic requirements of all workers. Assemble them as a collage.

SAMPLE METHODS AND MATERIALS: 17) On-the-Job

IV. KNOWLEDGE OF AND EXPERIENCE IN WORK SETTINGS AND OCCUPATIONS

OBJECTIVE: To increase knowledge of and experience in work settings and occupations, the student will...

3) participate in work simulations and/or on-the-job training experiences outside the classroom: volunteer work (e.g., candy striper), released time visitations, Distributive Education, Trades and Industry, Office Education, Agricultural Occupation Employment Experience, Health Occupations, Work-Study, Work Release, or part-time jobs.

SUGGESTIONS TO TEACHERS wishing to use on-the-job as a method to have students participate in on-the-job training: The sample below is used with Trades and Industry students at the senior class level half-days for the entire school year. It could be modified and used for shorter periods of time at any grade level.

SAMPLE ON-THE-JOB:

Students, in their junior year, fill out a job application. They are then interviewed by the teacher-coordinator. Each student obtains recommendations from four or five of his high school teachers. These recommendations along with his application are sent out to prospective employers.

The summer following the junior year, interested employers contact the teacher-coordinator. The student then calls the employer, arranges for an interview, and is either accepted or rejected for the senior school year. The process continues until all students are placed in the program. Students rejected by the close of the summer do not enter the program.

Students in the program attend school half-days and work on the job the other half. The employer and his place of business become the teacher and the school. The teacher-coordinator assumes the role of liaison between employer and the school, and between the student and the employer. The student has a class with the teacher-coordinator for which he is given one credit toward graduation. One credit for graduation plus pay for the work is given on-the-job.

V. DEVELOPMENT OF SKILLS FOR CAREERS

GOAL V. DEVELOPMENT OF SKILLS FOR CAREERS

PERFORMANCE OBJECTIVE A. To enhance human relationships, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) demonstrate respect for others;	4, 7, 10, 11, 25	2, 3, 4
2) demonstrate responsible behavior toward others;	2, 4, 7, 12, 17, 18, 25	1, 4
3) demonstrate flexibility by being able to adapt himself to changing situation.	7, 10, 14, 17, 24, 25	3, 4

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student, or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL V. DEVELOPMENT OF SKILLS FOR CAREERS

PERFORMANCE OBJECTIVE B. To develop communications, competencies, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) improve his listening skills by performing different work roles;	2, 4, 15, 16, 20, 22, 23	9
2) identify various means of non-verbal communication;	1, 11, 13, 14, 24, 25	4
3) describe in written form how knowledge and/or skills acquired in different subjects relate to various career goals;	12, 14, 17, 19, 20, 21, 29	3, 5, 9
4) list and demonstrate those speaking abilities that would be important in seeking and holding a job;	3, 4, 7, 10, 18, 24, 25, 26	2, 3
5) acquire reading skills necessary for an anticipated work role;	14, 19, 21, 28	3, 4, 5, 8
6) glean necessary data from pertinent written material which pertain to occupations.	14, 21, 26	1, 3, 5, 8
IMPLEMENTATION SUGGESTIONS * Numbers refer to numerical listing of Methods and Materials. ** Numbers refer to numerical listing of Evaluations.		

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL V. DEVELOPMENT OF SKILLS FOR CAREERS

PERFORMANCE OBJECTIVE C. To develop his decision-making/problem-solving process, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) identify the components of the decision-making process;	3, 5, 7, 14, 17, 24	1, 3, 4, 5, 6
2) apply the decision-making process to school, home and/or social related situations;	3, 5, 11, 17	3, 4, 9
3) assess the probable outcomes of his decision;	7, 10, 11, 14	5, 9
4) assume the responsibility for his decision.	3, 11, 17, 26	3, 4

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written, or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

GOAL V. DEVELOPMENT OF SKILLS FOR CAREERS

PERFORMANCE OBJECTIVE D. To improve his psychomotor competencies, the student will...

BEHAVIORAL OBJECTIVES	METHODS & MATERIALS*	EVALUATIONS**
1) identify necessary skills for various job clusters;	3, 12, 14, 16, 23, 28	1, 9
2) develop the necessary psychomotor skills for anticipated employment.	12, 15, 20, 25	1, 4, 8

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student or both
3) interview-oral, written, or tape
4) observation
5) pencil & paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

SAMPLE EVALUATIONS

AND

METHODS AND MATERIALS

SAMPLE EVALUATION: 1) Check List

V. DEVELOPMENT OF SKILLS FOR CAREERS

OBJECTIVE: To demonstrate responsible behavior

SUGGESTIONS TO TEACHERS: This is simply an example for teachers to show how this objective may be evaluated. They should add to or delete from the check list as they feel necessary for their classroom.

SAMPLE CHECK LIST	Frequently	Seldom	Never
1) listens without interrupting			
2) refrains from derogatory language			
3) is punctual			
4) demonstrates self-discipline			
5) respects property of others			
6) offers helpful suggestions			
7) practices safety in judgment			
8) is courteous to peers			
9) follows specified directions			
10)			
11)			
12)			

SAMPLE METHODS AND MATERIALS: 20) Practice and Drill

V. DEVELOPMENT OF SKILLS FOR CAREERS

OBJECTIVE: To develop communication competencies, the student will...

1) improve his listening skills.

SUGGESTIONS TO TEACHERS wishing to construct exercises of practice and drill for this goal and its objective: Using the following as samples, devise exercises as they relate to a specific field or classroom.

SAMPLE ACTIVITY:

1) Picture Story. The teacher distributes various pictures around the classroom so that each student has his own picture. The teacher begins a story with something like: Once upon a time a little girl....Each student then adds to that beginning with something relevant to the picture he has. As the story progresses around the room, it must be both sensible and pertinent to the picture being included.

2) Bus Stop Story. The teacher tells the following to the class: (The students may not take notes).

   On a rainy day in May, an empty Mason City mini-bus stops at the corner of Indiana and State Streets to pick up twelve students (three of which are girls, one those is Norwegian). As the bus proceeds on its route, two girls exit at Grupp's Grocery and four boys take a seat on the bus. As the bus goes by the Villa Apartments, one boy becomes ill and is let off. (Include as many stops, entrances, and exits as you wish). How many stops did the bus make?

3) A B C Game. Our family is going on a vacation; on our tour we will take....

   a) apple
   b) bear
   c) candy
   d) dandelion

   Each student must repeat what the others have stated and add his own according to the next letter. If he fails to repeat all, he is out of the game.

SAMPLE METHODS AND MATERIALS:
12) Field Trips
14) Independent Study
17) On-the-Job
21) Reading

V. DEVELOPMENT OF SKILLS FOR CAREERS

OBJECTIVE: To develop communication competencies, the student will...

3) describe in written form how knowledge and/or skills acquired in different subjects relate to various career goals.

SUGGESTIONS TO TEACHERS wishing to use independent study through field trips, on-the-job taining, and reading as methods for this goal and its objective: Use the resources available in the Media Center, Counseling Offices, and public relations brochures of a firm in which the class has interest.

SAMPLE ACTIVITY:

Your employer has requested that you do research within the firm to discover what tasks are available there that could be performed by a 14, 15, or 16 year old.

VI. REFORMULATION OF A TENTATIVE CAREER CHOICE

GOAL VI. REFORMULATION OF A TENTATIVE CAREER CHOICE

PERFORMANCE OBJECTIVE A. To reformulate a tentative career choice, the student will...

BEHAVIORAL OBJECTIVE	METHODS & MATERIALS*	EVALUATIONS**
1) continually reassess his personal needs, values, limitations, abilities, and interests as they relate to the changing world of work;	4, 9, 10, 18, 30	1, 6, 9
2) relate personal characteristics to entry-level requirements for employment in several fields;	12, 14, 15, 21, 28	2, 9
3) apply the decision-making process regarding job choice.	3, 4, 5, 17, 24, 25	2, 3, 4, 6, 9

IMPLEMENTATION SUGGESTIONS

* Numbers refer to numerical listing of Methods and Materials.

** Numbers refer to numerical listing of Evaluations.

LIST OF METHODS AND MATERIALS*

1) artistic-music
2) bulletin boards, posters
3) business games
4) buzz groups
5) case problems
6) collage
7) committee groups
8) computer
9) cumulative record interpretation
10) debate
11) demonstration
12) field trip, observation, interview
13) handicrafts
14) independent study
15) lecture
16) movies, films, video tape
17) on-the-job
18) panel discussion
19) poetry: reading, writing
20) practice & drill
21) reading
22) records, tapes, TV, radio
23) resource persons
24) role-playing
25) simulation
26) speeches
27) staffings (with the student involved)
28) supervised study
29) themes, short stories
30) work sheet or check list
31)
32)
33)
34)
35)

LIST OF EVALUATIONS**

1) check list
2) conferences-parent, student, or both
3) interview-oral, written or tape
4) observation
5) pencil and paper test, teacher-made
6) self-assessment
7) staffings
8) standardized test
9) student prepared summaries
10)
11)
12)
13)
14)
15)

SAMPLE METHODS AND MATERIALS: 10) Debate

VI. REFORMULATION OF A TENTATIVE CAREER CHOICE

OBJECTIVE: To reformulate a tentative career choice, the student will...

1) continually reassess his personal needs, values, limitations, abilities and interests as they relate to the changing world of work.

SUGGESTIONS TO TEACHERS wishing to use a debate format as a method for this goal and its objective: Use the resources available in the Media Center. Write directions for the debate as they would apply to the subject and the emphasis desired in the debate.

SAMPLE DEBATE QUESTIONS:

1) Resolved: Television presents a realistic portrayal of specific careers (possible programs to view: Room 222, Dr. Welby, Mannix).

2) Resolved: Shoplifting affects all consumers.

3) Resolved: Possession of material goods brings happiness.

4) Resolved: Abortion should not be legalized.

5) Resolved: ALL IN THE FAMILY is a more realistic portrayal of American life than is THE WALTONS.

SAMPLE METHODS AND MATERIALS: 4) Case Problems
5) Buzz Groups

VI. REFORMULATION OF A TENTATIVE CAREER CHOICE

OBJECTIVE: To reformulate a tentative career choice, the student will...

3) apply the decision-making process regarding job choice.

SUGGESTIONS TO TEACHERS wishing to construct case problems or buzz groups as a method for this goal and its objective: Using the following as a sample of role-playing/simulation, devise sample stories as they relate to a specific field.

SAMPLE ACTIVITY:

Charlie was a varsity wrestler in high school and graduated near the top of his class. His grades in science and math were A's. Charlie claims to have an interest in people and would like a career where he could help people. His father is a partner in a construction firm and his mother is a hairdresser who has her own shop. Charlie's teacher and his high school counselor feel that he has the ability to go to medical school. His parents would like to see Charlie become a physician. Charlie, however, wants to become a male nurse. How do you feel the following people will react to Charlie's decision?

Charlie's mother	Charlie	Charlie's coach
Charlie's father	Charlie's girlfriend	Charlie's best friend

SAMPLE METHODS AND MATERIALS: 24) Role-Playing
25) Simulation

VI. REFORMULATION OF A TENTATIVE CAREER CHOICE

OBJECTIVE: To reformulate a tentative career choice, the student will...

3) apply the decision-making process regarding job choice.

SUGGESTIONS TO TEACHERS wishing to construct role-playing or simulation as a method for this goal and its objective: Using the following as a sample of role-playing/simulation devise sample stories as they relate to a specific field.

SAMPLE ACTIVITY:

You have been working at this company for seven years. You have a supervisory position with good pay and a good work record. Your formal education ended following high school.

The company hires a college graduate with a degree and no experience in your specific area. Within six months, the college graduate has been promoted to a more authoritative position in the firm. You feel that you could handle that responsible position.

Actor 1 - EMPLOYER
Actor 2 - DEGREED EMPLOYEE, NO EXPERIENCE
Actor 3 - NON-DEGREED EMPLOYEE, EXPERIENCED

GLOSSARY

1)	ameliorate	alleviate or ease, preferably in a positive manner
2)	communication competencies	the ability to handle or use communication skills
3)	continuing education	any experience in or out of the classroom contributing to knowledge, skill, or development of an individual
4)	decision-making process	creating alternatives through reasoning, critical analyzing, questioning, and recalling
5)	D.O.T.	Dictionary of Occupational Titles
6)	glean	gather, pick out, screen
7)	non-verbal	actions only, void of words
8)	O.O.H	Occupational Outlook Handbook
9)	OVIS	Ohio Vocational Interest Survey
10)	psychomotor	coordination of mind and body
11)	reentry course	any additional education directed toward a change in one's work role
12)	role-playing	individual portraying the part of another individual in a real life situation
13)	simulation	structured student portrayal involving a group of people showing a real life situation
14)	social organizations	any primary or secondary social organization to which one belongs (primary: family; secondary: Boy Scouts, interest groups
15)	work	any activity that produces something of value for oneself and/or other people

APPENDIX

RESOURCE MATERIAL

SENIOR HIGH SCHOOL LIBRARY*

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* Material compiled by Terry Brennan, Senior High School Librarian

The following list is a printout of the card file on the Career table in the Senior High School Library. This file contains the location designation of the permanent materials (books, tapes, lengthy pamphlets, and magazine articles) housed within the library. Also available for student use are the Chronicle Guidance Occupational Library in a small file cabinet and a less formal, four-drawer file of free pamphlets and newspaper clippings which we have obtained.

If you can add items to any of these collections--articles encountered in your reading, career materials which you believe we should order--we would appreciate your letting us know.

Please give this list some attention and, more importantly, exposure to your students.

Terry Brennan
Senior High School Librarian

Student, college	378 M12y	McCabe, Joseph E.	Your First Year at College	1967
Student, college	378.1 Foo	Footlick, Jerald K.	The College Scene Now	1967
Student, college	378.7 Sch	Schwartz, Alvin	University: The Students, Faculty, & Campus Life at One University	
General	158.7 Ber	Berger, Peter L.	The Human Shape of Work	1964
General	331 Ang	Angel, Juvenal	Student's Guide to Occupational Opportunities and Their Lifetime Earnings	1967
General	331.023 Hai	Haight, Tim	Careers After High School	1970
General	331.115 Cor	Corwen, Leonard	Find Your Job and Land It	1968
General	331.3 Gol	Goldenthal, Allen	The Teenage Employment Guide	1969
General	331.7 Bru	Brunetti, Cledo	Your Future in a Changing World	1970
General	331.7 Duc	Duckat, Walter	A Guide to Professional Careers	1971
General	331.702 Ath	Atherton, James	Essential Aspects of Career Planning and Development	1969
General	331.702 Foo	Footlick, Jerrold	Careers...For the Seventies	1969
General	331.702 Hop	Hopke, William E.	The Encyclopedia of Careers and Vocational Guidance	1972
General	331.702 San	Sandman, Peter M.	Unabashed Career Guide	1969
General	331.702 Sch	Schill, William	Career Choice and Career Preparation	1970
General	646.72 Zip	Zipp, Edith	Personal Improvement for the Career Woman	1970
General	650.19 Whi	Whitcomb elen	Charm - The Career Girl's Guide to Business and Personal Success	1964
General	331.86 Lis	Liston, Robert	On-the-Job Training and Where to Get It	1967

General	331.702 Spl	Splayer, Sarah	Your Career if You're Not Going to College	1973
General	331.5 Art	Arthur, Julietta	Employment for the Handicapped	1967
General	331.3 Lem	Lembeck, Ruth	Teenage Jobs	1971
General	371.42 Uni	U.S. Dept. of Labor	Occupational Outlook Handbook	
General	374 Rie	Riessman, Frank	Up From Poverty	1968
General	279 Fs	Eye Gate	The Job Irterview	1959
General	165 T	Learning Systems	The New Unemployed	
General	Career File	Pamphlet	After High School, What?	
General	Mag. Room	Life	The Big Year Off, p. 72	6/16/72
General	Mag. Room	Today's Education	Career Education, p. 22	10/71
General	Mag. Room	Scholastic Teacher	Career Education - A New Job for the Schools, p. 4	12/71
General	Mag. Room	Education Digest	Career Education Now, p. 9	5/71
General	Mag. Room	Vital Speeches	Career Education Now, p. 33	3/15/71
General	Mag. Room	McCall's	Careers for Kindergarteners p. 54	1/72
General	Mag. Room	American Education	A Cargo of Career Education p. 16	10/71
General	Mag. Room	American Education	Federal Funds, p. 36	1, 2/71
General	Mag. Room	Good Housekeeping	Good Careers That Don't Require College Degrees, p. 178	3/71
General	Mag. Room	Time	Graduates & Jobs: A Grave New World, p. 49	5/24/71
General	Mag. Room	Farm Journal	Help Your Kids Find the Right Career, p. 58	4/72

General	Mag. Room	Ladies Home Journal	How America Lives, p. 76	9/72
General	Mag. Room	Monthly Labor Review	Job Vacancies in 1970, p. 20	2/71
General	Mag. Room	Time	Jobs for Tomorrow, p. 70	2/15/71
General	Mag. Room	Newsweek	Learning to Earn, p. 74	8/30/71
General	Mag. Room	Today's Education	New Priorities and Old Prejudices, p. 25	3/71
General	Mag. Room	American Education	Seattle's Concentration on Careers, p. 12	7/71
General	Mag. Room	American Education	This Way to the Jobs, p. 12	3/72
General	Mag. Room	Today's Education	Tomorrow's Jobs, p. 44	1/72
General	Career File	Pamphlet	Public Service Employment: Jobs for All	
001	744.424 Hep	Heplet, Donald E.	Architecture, Drafting and Design	1965
001	921 W94	Wright, Frank L.	A Testament	1957
002	629.4 Z36c	Zarem, Lewis	Careers & Opportunities in Astronautics	1962
003.081	621.38 W52f	West, Wallace	Find a Career in Electronics	1959
01	Mag. Room	U.S. News	Choosing Careers: The Big Shift	5/31/71
017	142 T	Guidance Associates	Your Future as a Draftsman	
018	150 T	Guidance Associates	Your Future as a Surveyor	
019	620 Bro	Brooking, Walter	Engineering Technicians	1969
019	620.69 A52e	Amstead, B.	Engineering as a Career Today	1967
020.188	332.6 Aml	Amling, Frederick	Investments: An Introduction to Analysis & Management	1970

04	630 Sid	Sidney, Howard	Agricultural, Forestry & Oceanographic Technicians	1969
055.088	920 Gol	Golde, Peggy	Women in the Field: Anthropological Experiences	
07	Career File	Assoc. Health Org. of Iowa	Health Careers Unlimited	
070	610.69 L47p	Lee, Russell	The Physician	1967
073	T 159 Side 2	Dr. Hagedorn	Veterinary Medicine	1970
074	147 T	Guidance Associates	Your Future in a Drugstore	
075	T 163 Side 2	NIACC Teachers	Practical Nursing as a Career	1970
078	610.72 Col	Colman, Hila	A Career in Medical Research	1968
078	614 Kin	Kinsinger, Robert E.	Health Technicians	1970
078.602	617.602 Pai	Paige, Barbara	Your Future as a Dental Hygienist	1969
078.368	155 T	Guidance Associates	Your Future as an X-Ray Technician	
078.368	141 T	Guidance Associates	Your Future as a Dental Technician	
078.368	T 163 Side 1	Mrs. Isaac	Dental Hygienist	1970
078.381	130 T	Guidance Associates	Your Future as a Medical Laboratory Assistant	
078.381	T 158 Side 1	Mercy Hosp. Staff	Medical Laboratory Technician	1970
079	Career File	Easter Seal Society	Want to Help Make the World Better	1968
079.108	616.85 New	Newman, Parley	Opportunities in Speech Pathology	1969
079.378	615.8023 Dar	Darby, Patricia	Your Career in Physical Therapy	1969
09	371.1 Bie	Biegeleisen, J.	Careers and Opportunities in Teaching	1969

09	371.1 Dow	Dowdell, Dorothy	Your Career in Teaching	1967
09	371.1 Dow	Dowdell, Dorothy	Your Career in Teaching	1967, copy 2
09	T 157 Side 2	Clarke, Russell	The Teaching Profession	1970
092.228	371.1 L79f	Lloyd, Francis V.	Forward to Teach	1967
096	64C Mil	Mills, Nancy	Home Economists in Action	1968
096	640.69 P23y	Paris, Jeanne	Your Future as a Home Economist	1964
096	640.69 S74e	Spencer, Lila	Exciting Careers for Home Economists	1967
100	025 L831	Logsdon, Richard H.	Library Careers	1963
11	340 Sar	Sarnoff, Paul	Careers in the Legal Profession	1970
110	340 K97i	Kutner, Luis	I, the Lawyer	1966
110	340 S661	Smith, Talbot	Lawyer: Opportunities for Careers in the Legal Prof.	1961
13	650 Pla	Hersey, John	Plain Talk about the Word Business	1970
130	808.02 Gil	Giles, Carl H.	Writing Right to Sell	
130	808.02 Raf	Raffelock, David	Writing for the Markets	1969
130	808.025 New	Newcomb, Duane	How to Make Big Money Free-lance Writing	1970
132	P26f	Parsons, Tom	Find a Career in Journalism	1959
132	T 158 Side 2	Spiegel, Robert	Journalism as a Career	1970
132	Mag. Room	Mademoiselle	Magazine Jobs, USA	9/1970
K32.268	070 S36e	Schoenfield, C.A.	Effective Feature Writing: How to Write Articles That Sell	1960

132.268	070.4 Rep	Associated Press	Reporting/Writing From Front Row Seats	1971
132.168	152 T	Guidance Associates	Your Future as a Newspaper Reporter	
14	707 Kai	Kainz, Luise C.	Exploring Art	1949
14	707 Rus	Russell, Mable	Art Education for Daily Living	1946
14	658.8 Cha	Chamberlain, Betty	The Artist's Guide to His Market	1970
14	Fic Har	Harris, Christie	You Have to Draw the Line Somewhere	1964
142.081	745.2 Pul	Pulos, Arthur J.	Opportunities in Industrial Design Careers	1970
143	118 T	Guidance Associates	Your Future as a Photographer	
144	921 W87	Garwood, Darrell	Artist in Iowa: A Life of Grant Wood	1944
144.081	741.5 Lar	Lariar, Lawrence	Careers in Cartooning	1950
150	792 Gut	Guthrie, Tyrone	Life in the Theatre	1959
150.048	792 Col	Cole, Toby	Actors on Acting	1954
150.048	792 Sta	Stanslavski, C.	An Actor Prepares	1936
150.048	792.028 Ben	Bendetti, Robert	The Actor at Work	1970
151.048	921 T14	Maynard, Olga	Bird of Fire: The Story of Maria Tallchief	
151.058	920 T32S	Terry, Walter	Star Performance: The Story of the World's Great Ballerinas	1954
153.118	796.357 Hoo	Hoopes, Roy	What a Baseball Manager Does	1970
153.248	796.7 And	Andretti, Mario	What's It Like Out There?	1970
153.248	921 Cla	Clark, Jim	Jim Clark at the Wheel: The World Motor Racing Champion's Own Story	1964

153.248	796 Lib	Libby, Bill	Parnelli: A Story of Auto Racing	1969
153.348	796.357 Wei	Weiskopf, Don	Baseball The Major League Way	1962
153.348	921 Starr	Devaney, John	Bart Starr	1967
16	364.14 Sal	Salerno, Ralph	Crime Confederation: Cosa Nostra and Allied Operations in Organized Crime	1969
16	650 L891	Love, Albert	Listen to Leaders in Business	1963
16	650.023 Wig	Wiggs, Garland D.	Marketing, Business & Office Specialists	1970
16	651 Lit	Littlefield, C 1	Office & Administration Management	1970
16	301.41 Mac	McLean, Beth B.	The Young Woman in Business	1962
160	T 159 Side 1	Gage, Edgar S.	Accounting	1970
160	657 C33c	Cashlin, James	Careers & Opportunities in Accounting: including accounting for women	1965
162.158	658.8		The Buyer's Manual	1965
164	659.1 F55m	Fitz-Gibbon, B.	Macy's, Gimbels, and Me How to Earn $90,000 in retail Advertising	1967
164	659.1 M46m	Mayer, Martin	Madison Avenue, USA	1958
164	659.1 Woo	Wood, James Playstead	This is Advertising	1968
166	658.302	Mack, David	Opportunities in Personnel Management Careers	1970
169.168	333.7 McC	McCall, Virginia	Your Career in Parks and Recreation	1970
180	333.7 Nea	Neal, Harry E.	Nature's Guardians: Your Career in Conservation	1956
183	Career File	Des Moines Area Community College	Industrial Marketing Careers	
188	309.2023 Asb	Asbell, Bernard	Careers in Urban Affairs	1970

188	301.5 Bay	Bayliss, Sylvia	Community Service & Related Specialists	1970
188.168	119 T	Guidance Associates	Your Future in the Internal Revenue Service	
195	T 157 Side 1	Lucido	The Social Worker	1970
195	361.023 Gay	Gay, Kathlyn	Careers in Social Service	1969
20	651.023 Win	Winter, Elmer L.	Your Future as a Temporary Office Worker	1968
201.368	651.9 Bla	Blackburn, Norma	Legal Secretaryship	1971
202	653.023 Van	Van Allen, Edward	Your Future as a Shorthand Reporter	1969
213	145 T	Guidance Associates	Your Future in Data Processing	
213	621.3819 S46y	Seligsohn, I.	Your Career in Computer Programs	1967
213	651.8 Fis	Fischer, George	Your Career in Computers	1968
22	144 T	Guidance Associates	Your Future as a Production Planner	
223	280 Fs	Eye Gate	Stocker in a Supermarket	1959
23	156 T	Guidance Associates	Your Future in the Postal Service	
235	160 T	Guidance Associates	Your Future as a Telephone Operator and Supervisor	
25	129 T	Guidance Associates	Your Future in Selling	
250	121 T	Guidance Associates	Your Future as an Insurance Salesman	
250	154 T	Guidance Associates	Your Future as a Real Estate Salesman	
26	658.85 Lis	Liston, Robert	Your Career in Selling	1967
26	658.87 Har	Harding, Jack	Retail Selling is Fun!	1970

26	658.87 Wil	Wilinsky, Harriet	Careers & Opportunities in Retailing	1970
26	658.87		Readings in Modern Retailing	1969
290	272 Fs	Eye Gate	The Variety Store	1959
297	659 F90i	Fried, Eleanor	Is the Fashion Business Your Business	1958
297	646 H43f	Heal, Edith	Fashion as a Career Fashion Portfolio	1966
299.884	140 T	Guidance Associates	Your Future as a Dispensing Optician	
31	642	NAVSUP	Food Service Operations	1971
311	277 Fs	Eye Gate	The Waitress	
313.138	664 018a	O'Connell, Desmond	Aim for a Job in the Bakery Industry	1967
318	274 Fs	Eye Gate	School Cafeteria Worker	
33	646.7023 Fas	Fashion Group	Your Future in the Beauty Business	1969
355.878	275 Fs	Eye Gate	The Nurses Aide	
37	364.44 Sch	Schreiber, Flora	A Job with a Future in Law Enforcement	1970
373	146 T	Guidance Associates	Your Future as a Fireman	
375	351.7 Wil	Wilson, James	Varieties of Police Behavior	1968
375	363.2 Arm	Arm, Walter	Policeman; an inside look at his role in society	1969
375	363.2023 Lis	Liston, Robert	Your career in law enforcement	1965
375	133 T	Guidance Associates	Your Future as a Policeman/ Policewoman	
378	125 T	Guidance Associates	Your Future in the Armed Forces	
46	630 S87c	Stone, Archie A.	Careers in Agribusiness & Industry	1965

526	149 T	Guidance Associates	Your Future in Wholesale and Retailing	
6	650 K52c	King, Alice Gore	Career Opportunities for Women in Business	1963
620.281	620.28 Tay	Taylor, Dawson	Aim for a Job in Automotive Industry	1968
620.281	135 T	Guidance Associates	Your Future as an Auto Mechanic	
65	Career File	Industrial Education	Careers for the 70's in the Graphic Arts	9/70
70	132 T	Guidance Associates	Your Future as a Sheet Metal Worker	
701	153 T	Guidance Associates	Your Future as a Tool and Die Maker	
711	617.7 Sti	Stimson, Russell	Opportunities in Opticianry	1971
720	127 T	Guidance Associates	Your Future as a TV & Radio Service Technician	
723	123 T	Guidance Associates	Your Future as an Appliance Serviceman	
807.381	126 T	Guidance Associates	Your Future as an Automobile Body Repairman	
82	T 162 Side 1	NIACC teachers	Electronic Technology as a Career	
822.381	148 T	Guidance Associates	Your Future as a Telephone Installer & Repairman	
827.381	T 162 Side 2	NIACC teachers	Refrigeration & Air Cond.	
828	137 T	Guidance Associates	Your Future in Electronics	
85	128860 T	Guidance Associates	Your Future as a Construction Machine Operator	
860	136 T	Guidance Associates	Your Future as a Carpenter	
90	124 T	Guidance Associates	Your Future as a Long Haul Truck Driver	
913	120 T	Guidance Associates	Your Future in Surface Transportation	

915	276 Fs	Eye Gate	The Gas Station Attendant	
915.867	143 T	Guidance Associates	Your Future as a Service Station Attendant	
985	309.2 Cro	Crook, William	Warriors for the poor; the story of VISTA	1969
985	351.069 DuP	DuPre, Flint	Your Career in Federal Civil Service	1967